



**BELLA**

<p><b>Character:</b> Balancing Bella</p> <p><b>Adventure 5:</b> See you at the Seaside</p> <p><b>Keywords:</b> jumping, apparatus, mats, balls of feet, height, knees.</p> <p><b>Link to ELG:</b> Jumps off an object and lands appropriately. (40-60+ months)</p> <p><b>Length of Session:</b> 45 minutes</p> <p><b>Resources Needed:</b> sequencing spots, gymnastics apparatus, tambourine</p>	<p><b>Lesson Focus/ Learning Objective</b> To be able to jump safely and sensibly.</p> <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>To be able to use the correct technique for jumping on the floor.</li> <li>Using arms to get height and then balance, bend their knees in take-off and landing, to land on the balls of their feet and not flat footed.</li> </ul>
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## In The Classroom

Explain today's adventure and remind the children that this week we are looking at jumping. At the end of the session last time with Bella we explored... **can anyone remember what the pointers are we need to remember when we are jumping? (Using arms to get height and then balance, bend their knees in take-off and landing, to land on the balls of their feet and not flat footed).** Describe the learning objective and the success criteria for this week and read the narrative for the Seaside adventure the children will be going on. As children are changed if possible watch a video of jumping technique and/or get children to practice bending their knee ready for take-off and land.

## In The Hall – Warm-Up

**Activity:** Get the children to re-cap on travelling movements from last gymnastics lesson as they travel in and out of the spots. Call out the names of the travelling actions and see if the children can perform these ways of travelling; walking, skipping, camel walk, sliding, galloping, slithering, hopping and jumping. We are now off on our adventure to the seaside we need to travel in all these different ways to get there.

**Activity: Floor work** – Now we are at the seaside can you feel how warm and sunny it is, let us stretch our bodies in the warm sun lifting our arms up high and wiggling our fingers and toes. Let's find a place to lay our towel (a non-slip spot) and look out at the sea. Can you see those big waves they're enormous? We need to use Bella's special jumping skills to be able to jump over them. Get the children to stand up on their spots and practice jumping successfully. **Focus on criteria for safe jumping, that you looked at in the classroom and give individual children specific feedback either getting them to focus on not jumping as high so they can land it more quietly on the balls of their feet or for abler children challenging them if they can already do all the pointers – can they change their shape slightly in the air or jump higher?** Now we are jumping really well let's travel into the sea and when the tambourine shakes... it means a wave is coming and we're going to have to jump it safely.



## Main Adventure

Children to safely get out gymnastics apparatus (this should have been taught to the children in another lesson).

**Activity 1** – Bella thinks we were super at jumping those waves so now she's bought us back to the swimming pool at the hotel. Here there are places to climb up on and jump into the pool, but we must remember our sensible jumping technique and also learn some new rules. **Teach children to add mats into the gymnastics apparatus plans and make sure they understand that the mats are in safe places where it is ok to have a go at jumping off the apparatus. Also make sure the children understand the mats are not there to protect them and they must use their sensible travelling actions and jumping technique that they have already learnt.** Allow children to travel around and over the apparatus and practice performing their jumps off the apparatus (where there are mats). **Observe all the children from the side of the room and intervene with individuals that need more guidance or support or you feel need further challenge. If you are worried about certain children not having the correct technique differentiate a group that continues to practice their jumps on the floor or on very low apparatus. Give the children feedback specific to the criteria...you landed that jump wonderfully bending your knees and then straightening up before sensibly travelling to the next place. I like how \_\_\_\_ is practicing their jumps on the floor as well as off the apparatus.**

**Activity 2** – We have had such a fun day at our seaside location! Bella would really like to see how well we have done. Can you choose one place to do your jump on the floor and off the apparatus and perform this for Bella? Bella will also want to know if you can tell us why you chose to do your jump in that place and what made your jump successful. **Question certain children after the performance and see if they can re-call the pointers from the success criteria.**

Children to put apparatus away safely.

### Making The Tasks Easier

- Children to just perform small jumps on the floor.
- Use a TA to support less able pupils with the pointers.

### Making The Tasks Harder

- Challenge children to think of variations for their jumps.
- Using slightly higher gymnastics apparatus for abler children to jump from.
- Make sure children finish their jumps by straightening up their bodies and holding a standing position for a few seconds before moving onto their travel away.

## Feed Forward Notes for Next Session:

### Notes On Individual Children's Needs:

Names/ Group	Reason	Learning Plan